



## JOSEPH KEELS ELEMENTARY

7500 Springcrest Drive  
Columbia, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	662 Students	
<b>Principal</b>	Lynne Ladue	803-736-8754
<b>Superintendent</b>	Katie Brochu, Ed.D.	803-787-1910
<b>Board Chair</b>	Stephanie Burgess, Ph.D.	803-530-9899

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Below Average</b>
2010	Average	Average
2009	At-Risk	Average
2008	At-Risk	At-Risk
2007	Below Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

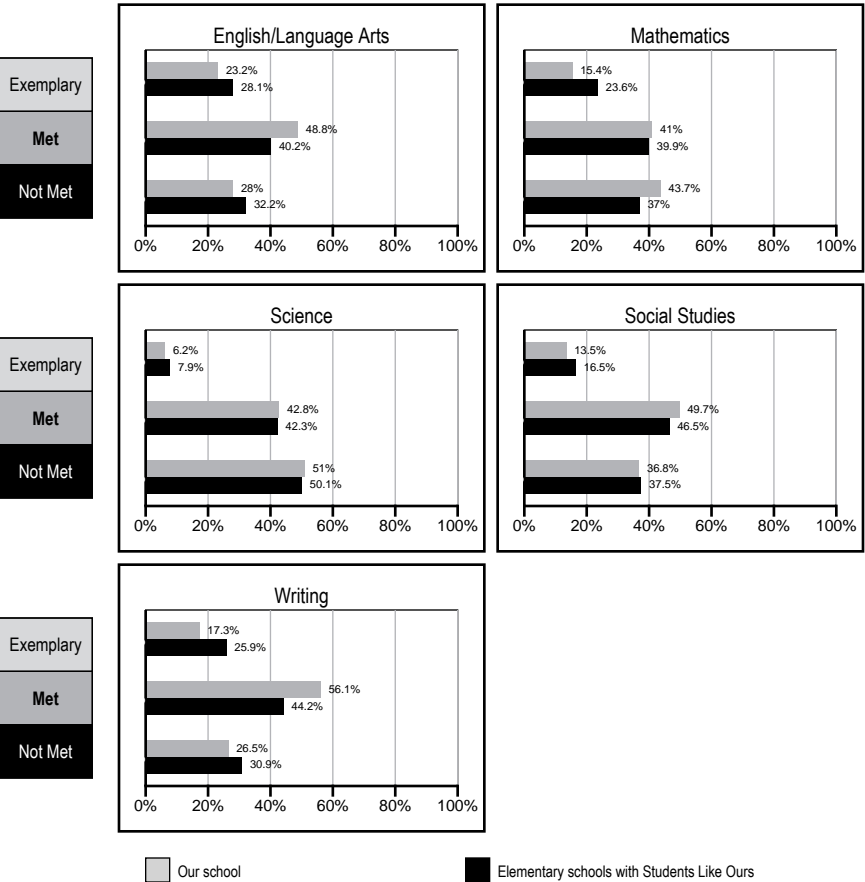
95.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	9	106	48	17

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=662)</b>				
First graders who attended full-day kindergarten	0.0%	Down from 100.0%	100.0%	100.0%
Retention rate	0.5%	Up from 0.3%	1.5%	1.1%
Attendance rate	96.3%	Up from 96.0%	95.9%	96.2%
Served by gifted and talented program	2.8%	Down from 4.8%	6.2%	13.4%
With disabilities other than speech	4.2%	Down from 8.9%	4.3%	4.1%
Older than usual for grade	0.0%	Down from 0.2%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=48)</b>				
Teachers with advanced degrees	77.1%	Up from 75.5%	61.5%	62.5%
Continuing contract teachers	79.2%	Up from 67.9%	83.3%	88.2%
Teachers returning from previous year	86.8%	Up from 83.9%	85.1%	87.8%
Teacher attendance rate	94.5%	Down from 96.1%	95.1%	95.2%
Average teacher salary*	\$47,687	Down 2.4%	\$45,312	\$46,773
Professional development days/teacher	6.2 days	Down from 7.8 days	10.5 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.8	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 17.0 to 1	18.0 to 1	19.9 to 1
Prime instructional time	90.0%	Down from 91.1%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,629	Up 7.9%	\$8,183	\$7,447
Percent of expenditures for instruction**	77.3%	Up from 76.0%	68.1%	68.4%
Percent of expenditures for teacher salaries**	73.7%	Up from 71.5%	64.4%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Joseph Keels Elementary School of Entrepreneurial Leadership has completed another very successful year. We were able to complete a solid strategic plan, allowing us to add third grade to our SEL program with K-2 coming aboard next year. This ensures that every student at Keels will participate in the school wide entrepreneurial magnet. Keels is using a common language and promoting the links between academic learning and real world experiences at every grade level. One of our ventures, the Culinary Institute of Keels had a student finalist in the district wide fifth grade cook off contest. Our student placed second in the district. Three other students from Keels have been featured in the Microsociety national news publication for their entrepreneurial spirit and success. Students and teachers are designing relevant, engaging, and meaningful experiences for every student at Keels. Our professional development for all school staff has been focused on the work of Philip Schlechty and best practice teaching and work design. We have spent time discussing our customers, the current perception and reality of our school, staff, and programs, as well as what we want to move toward in the future.

Our interventionists have provided quality individual and small group work for our struggling students in K-5. Academic gains have been seen across the board with those students. Keels continues to progress monitor students who are academically at risk. We use Benchmark testing in mathematics, and meet weekly to discuss data for the purpose of moving all students forward at Keels. Our literacy initiatives this year have placed take home books in the hands of all students at Keels. Parent workshops have focused on reading, financial literacy, PBIS, social studies, and science.

Keels has been able to maintain a nurturing, welcoming environment for all stakeholders due to the PBIS school wide management program. A culture of mutual respect and collaborative problem solving is fostered here at Keels with the support of school staff and parents. Parental involvement continues to grow through the efforts of an active PTO, SIC, and Foundation.

Keels is cultivating a wide range of business partners to include Sodexo, Hope worldwide, Boys & Girls Club, Clemson, University, Midlands Honda, WLTX, UPS, and Blue Cross/Blue Shield. We recently held a "BIZ Camp" training for adults, and will be hosting a BIZ Camp for students this July. With the help of our entire school community Keels has raised its absolute report card rating from At Risk to Average. The Keels Elementary School of Entrepreneurial continues to set high expectations for all members of the Keels faculty, staff, student body, and community as we prepare students for the 21st century.

Lynne M. Ladue, Principal  
Carol Henley, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	100	77
Percent satisfied with learning environment	88.4%	86.0%	89.3%
Percent satisfied with social and physical environment	90.7%	82.0%	83.8%
Percent satisfied with school-home relations	79.1%	82.0%	81.7%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	NI
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	320	99.1	26.7	50	23.3	84.1	83.8	82.4	Yes	Yes
<b>Gender</b>										
Male	171	99.4	32.1	48.4	19.5	79.2	79.2	78.7	N/A	N/A
Female	149	98.7	20.4	51.8	27.7	89.8	88.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	11	100	I/S	I/S	I/S	I/S	93.4	88.9	I/S	I/S
African American	299	99	26.3	50.7	23	85.3	79.1	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.6	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78.8	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	83	I/S	I/S
<b>Disability Status</b>										
Disabled	37	100	58.8	32.4	8.8	47.1	47.8	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	81.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	258	99.2	27.9	51	21.1	84.2	75.6	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	320	99.4	43.4	41.4	15.2	72.1	81.7	81.9	No	Yes
<b>Gender</b>										
Male	171	98.8	45.6	40.5	13.9	66.5	79.1	79.9	N/A	N/A
Female	149	100	41	42.4	16.5	78.4	84.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	11	100	I/S	I/S	I/S	I/S	93.5	88.9	I/S	I/S
African American	299	99.3	43.7	41.6	14.7	72	75.7	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.3	94.6	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	37	100	N/AV	N/AV	N/AV	41.2	45.8	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	82.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	258	99.6	45.6	41.5	12.9	71.4	72.7	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	210	100	50.8	42.6	6.6	49.2	71	68.6
<b>Gender</b>								
Male	104	100	50.5	43.3	6.2	49.5	69.9	68.3
Female	106	100	51	42	7	49	72.2	68.9
<b>Racial/Ethnic Group</b>								
White	9	I/S	I/S	I/S	I/S	I/S	90	80.7
African American	192	100	51.4	43.1	5.5	48.6	61.9	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.2	85.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	65	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	24	100	76.2	19	4.8	23.8	36.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	73.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	169	100	51.5	44.2	4.3	48.5	57.5	57.3

<b>Social Studies</b>								
All Students	209	99.5	36.5	50.3	13.2	63.5	76.5	72.5
<b>Gender</b>								
Male	114	99.1	39.8	47.2	13	60.2	74.4	72
Female	95	100	32.6	53.9	13.5	67.4	78.6	73.1
<b>Racial/Ethnic Group</b>								
White	4	I/S	I/S	I/S	I/S	I/S	89.3	81
African American	199	99.5	37.4	48.7	13.9	62.6	69.9	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.7	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	71.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	24	100	N/AV	N/AV	N/AV	37.5	42.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	76	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	173	100	36.7	50.9	12.4	63.3	65.7	62.9

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	109	92.7	25.8	56.7	17.5	74.2	75.5	73.2	96.3	97.2
Gender										
Male	62	91.9	32.1	53.6	14.3	67.9	68.9	67.2	96.2	97.2
Female	47	93.6	17.1	61	22	82.9	82.2	79.4	96.4	97.3
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	88.7	81.5	95.7	97
African American	103	93.2	25	59.8	15.2	75	69.1	61.3	96.4	97.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.8	87	93.2	97.7
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69.2	66.7	96.3	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	96.8
Disability Status										
Disabled	15	66.7	I/S	I/S	I/S	I/S	27	26	95.1	96.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.6
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	72.5	65.7	95.5	97.2
Socio-Economic Status										
Subsidized meals	85	92.9	28.6	55.8	15.6	71.4	64.6	63.2	96.3	96.8

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	95	97.9	17.6	32.9	49.4	82.4
	4	92	100	28.6	55.8	15.6	71.4
	5	114	100	35.1	51.4	13.5	64.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	114	99.1	20.6	45.1	34.3	79.4
	4	99	100	30.9	46.8	22.3	69.1
	5	107	98.1	29	58	13	71
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	95	100	25.9	38.8	35.3	74.1
	4	92	100	36.4	51.9	11.7	63.6
	5	114	100	45.9	34.2	19.8	54.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	114	100	47.6	32	20.4	52.4
	4	99	99	37.6	46.2	16.1	62.4
	5	107	99.1	44.6	46.5	8.9	55.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	50	98	46.7	42.2	11.1	53.3
	4	92	100	46.8	49.4	3.9	53.2
	5	57	98.3	53.7	42.6	3.7	46.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	57	100	47.1	37.3	15.7	52.9
	4	99	100	45.3	50.5	4.2	54.7
	5	54	100	64.7	33.3	2	35.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	45	100	23.1	56.4	20.5	76.9
	4	92	100	36.4	61	2.6	63.6
	5	57	96.5	44.4	50	5.6	55.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	57	100	32.7	53.8	13.5	67.3
	4	99	100	32.6	52.6	14.7	67.4
	5	53	98.1	48	42	10	52
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	94	97.9	28.6	28.6	42.9	71.4
	4	91	98.9	31.6	52.6	15.8	68.4
	5	115	96.5	42.2	36.7	21.1	57.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	109	92.7	25.8	56.7	17.5	74.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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